

**Jennifer Wohlgamuth (Croatia): “Tourism Development in Croatia and Bosnia-Herzegovina”**

Last year, I was grateful to be honored with one of the Hoskins Global Scholars award after my spring semester 2016 abroad in Salzburg, Austria. It took several months of planning, but I was able to achieve my goal that I was set out to accomplish!

My creative project proposal was based around underdeveloped tourism in former- Yugoslavia, specifically in Croatia and Bosnia-Herzegovina. On July 1st, I took my train from Salzburg, Austria, to Zagreb, Croatia. I spent the next month traveling all around Croatia, collecting data on tourism: sustainability, needed developments, improvements in economic structures, etc, all to improve the capital flow that tourists bring in. The data that I've acquired all revolves around these key factors: lack of convenient transportation, lack of second languages used and utilized for tourists, the lack of technological advances that fuel younger audiences of tourism, and the declining sustainability of certain areas. With this data, I plan on attending the Fachhochschule Salzburg for a master's in Tourism Innovation and Management. Ideally, I would like to work with a company that focuses on tourism management, but my specialization would be in post-communistic countries.

**Emily Matthews (India): “India: Anhyasa and Vairagya”**

Emily Matthews presents a Spring Semester Journey in India through the Traditional Medicine Systems of Yoga and Ayurveda. Following an experiential learning SIT: Public Health education abroad experience, she spent time studying holistic healing even further. Doctor Ashutosh Guleri of the Kayakalp Ayurvedic Institute, Himachal Pradesh and Swami Adhyatmananda Ji Maharaj of the Sivananda Ashram, Gujarat, offered their expertise and excellence in these ancient healing practices. Despite their antiquity, Emily explores how Yoga and Ayurveda are relevant and applicable to our modern day lives.

**Lee Bosch (Italy): “Cinema Paradiso’: An Italian Adventure”**

NO ABSTRACT SUBMITTED

**Daniel Gerken (Great Britain): “Documenting Folk Music in the UK”**

The United Kingdom and Ireland have a rich history of traditional and folk music that lives on today. How this history affects musicians today is complex and intriguing. Exploring this through a short documentary creates a challenge to educate and entertain an audience. Making a documentary takes countless hours of work starting from determining the subject matter, to research, to scheduling, all the way to shooting and editing. Engaging in this process alone is difficult, but extremely rewarding. Through scouring the internet I slowly developed a network of musicians, venues and experts throughout the UK and Ireland who lent their time and knowledge to the project. I relied on this network to help me gather important information about possible people to interview, advice on travelling, and traditional and folk music of the area. The more I contacted people, the more I learned and the easier everything became. With an engaging idea, a willingness to seek advice and a lot of trial and error I learned strategies to make a documentary.

**Matthew Wright (Costa Rica): “Mountains, Monkeys, and a Wedding: My Experience in Costa Rica”**

This presentation is about my experience in Costa Rica. The presentation is on the benefits of studying abroad, and the amazing country of Costa Rica. The title, "Mountains, Monkeys, and a Costa Rican Wedding" highlights how studying abroad can be unpredictable in a wonderful way. The primary focus of the trip was to study Spanish and conduct research at the national archives. I was able to fulfill these objectives while also connecting closely with my host family, traveling to exotic places, and learning a whole new culture. During my time in Costa Rica I learned a lot about myself as a student, and as a person. There were multiples challenges with studying in Costa Rica. One of the more difficult aspects of studying abroad was cultural shock. Cultural shock proved to be a difficult challenge. Support from friends, and my host family allowed me to feel comfortable. I want to encourage those who have never been abroad to study and/or travel outside the United States. My presentation is also an endorsement of Costa Rica. The people, and institutions of Costa Rica treated me fairly and with kindness. Costa Ricans are very proud of their country; they hope that American students and tourists promote the people, and the beauty of Costa Rica, upon their return. This presentation is a way for me to show my gratitude to Costa Rica.

**Allison Marino and Maria Nielson (Thailand): "Mathematics Education and Cultural Experiences in Thailand"**

Over Winter Break during the 2014-2015 academic year, Maria and I, along with 8 other undergraduate students, traveled to Thailand. The education abroad course was led by Dr. Gabriel Matney. We will be presenting our experiences using a PowerPoint presentation. The motivation to partake in this service learning experience was driven by my desire to travel and experience a culture different than my own. The main purpose of this course was to engage and form relationships with Thai mathematics educators in order to assist in the production of a mathematics camp for a Thai middle school. Another main focus of the trip was to learn about and experience the culture of Thailand. Learning about the culture was accomplished through various excursions and forming relationships with Thai students. We experienced places such as the historical cities of Sukhothai and Ayuthaya, an island tour, various temples, and markets. We also spent time at Kamphaeng Phet Rajabhat University (KPRU) where we worked with Thai math education undergraduate students. The BGSU math education students and the KPRU math education students worked together to assist in planning a mathematics camp for a Thai middle school. In addition to the math camp, we were given the opportunity to engage a group of middle school students in an activity that we planned together with the KPRU students. This was my first experience of managing a classroom and leading the engagement of students' learning. Through all of these experiences, I was able to become a more well-rounded individual and educator. Not only did I learn so much about the culture and education system, but also I was able to form new relationships with the Thai people. All of these experiences and relationships formed in Thailand were priceless and unforgettable, and Maria and I would love to be able to share these experiences more deeply with the people in attendance at the conference.

**Tyler Way (China): "Breaking Down the Language Barrier"**

Upon arriving in China I had taken three semesters of Mandarin and that, I thought, would be enough to start me off on my journey in China. I was wrong. During my first few days in Chengdu I learned fast that a very small amount of Sichuan people spoke well enough English to speak to me in my native language. To converse we began to struggle through a mixture of English and Chinese to make our messages clear. The language barrier that formed was one of the toughest obstacles I have faced in my twenty years. As USAC students we had a resident advisor with us in China who was a native Chengdu person, she gave us helpful tips as to break this barrier down. She told us not to be afraid to make mistakes, and that only

through these mistakes could we truly grow our Chinese speaking skills. Secondly she told us to go out on the town and meet new people and talk to them. By mixing with the youth population of Chengdu we would acquire colloquial styles of speaking that help convey a message. Thirdly, she told us to ask questions. Chengdu people are very friendly and loved to help us with any question we had. Asking questions about how to say words or what a word means are great ways to improve both speaking and listening skills. All of her advice mixed with the confidence that comes with living in an area for a while help to break down the language barrier formed by cultural misunderstanding.

**Alexis Czajka (France): “The Importance of Strikes and Protest through the Perspective of the French”**

This presentation will highlight the importance of strikes and protests in France, especially after the introduction of a new labor law (loi de travail) by the government in February of 2016. The tradition of protesting goes back to the French Revolution when the French first took to the streets. This tradition has carried on and is protected under the constitution. The French government introduced this new labor law with the intention of making the economy more competitive and decreasing the unemployment rate. However, most people dispute this since the law will make jobs less secure by giving more power to companies to hire and fire. To show their dissatisfaction with the law, the French started protests and strikes soon after it was introduced into parliament. These protest and strikes lasted for almost five months and became the most intense in the month of May when the government used Article 49 of the constitution to push it through to the senate without a vote from the Assemblée Nationale (national assembly). Protests sparked new movements like “Nuit Débout” where protestors occupied an area all night and began to talk about other issues that the country was facing, such as the extension of the state of emergency and the refugee crisis. Moreover, this presentation will include my own personal experience living in Grenoble, France while these strikes were taking place.

**Tulsa Fearing and Sam Spencer (Italy): “Ciao, Italy! Reflections and Lessons Learned from a Two-Week Study Abroad Experience in Italy”**

The opportunity to participate in a study abroad experience through BGSU offered many opportunities to grow and learn. This presentation will focus on lessons learned by two HDFS undergraduate students as a result of participating in a two-week experience in multiple cities/sites in Italy. The presentation will focus on lessons learned around three broad learning outcomes. The presenters will share insights into gains in civic engagement (attitudes and beliefs from diverse cultural perspectives), intercultural knowledge and competence (cultural self-awareness, worldviews, and communication strategies) and life-long learning (self-reflection). We will present a poster with key lessons learned from this study abroad experience.

**Kimberly Lentz and Jessica Thompson (Great Britain): “Can Two English-Speaking Countries Be That Different? Comparing the Math Standards of the UK and the US”**

As future mathematics educators, we have studied and worked with the Common Core State Standards (CCSS) in the US, including recent controversy. While studying abroad in England, we heard debates about their national standards as well and decided to compare them to the CCSS. The purpose of our research was to look at the similarities and differences in the two countries’ standards to come to a conclusion about the two countries’ ideals in standards writing. We went into local schools in England

to interview students and teachers to get an understanding of how people feel about the national standards compared to the feelings about the CCSS in the US. In our project, we found that the UK has fewer standards than the US. The UK has more freedom regarding when to teach the standards, whereas the US is more prescriptive in telling when to teach the standards. As part of the experience, we learned about the education systems at both the school and university level. Even though they are both English-speaking countries, there were immense differences between the education systems of both countries. In our presentation, we will look at each of the country's content domains, comparing the specific standards.

### **Hannah Schustser (Great Britain): "Mathematics for Students of Ages 14-16: Comparing the US to the UK"**

In the spring of 2016, I studied abroad at Keele University in England. In this experience, I had the opportunity to take classes at a British University as well as to observe in local primary and secondary schools. Being an AYA (Secondary) Mathematics Education major, for a class project I researched the difference between the United States' Common Core State Standards for high school students and the UK National Curriculum at Key Stage 4 (ages 14-16). I also interviewed a maths teacher from the UK and a student at the university (a product of the British education system) about the National Curriculum. Piecing all of this information together, I then looked at the overall similarities and differences and created a presentation. My conclusions showed that the National Curriculum from the United Kingdom and the Common Core State Standards from the United States were very similar in what content they covered; however, the implementation of the Standards was the main difference. I think this presentation would shed some light on education in the two countries as well as encourage others to conduct similar research.

### **JoAnn Hallisey (Great Britain): "Comparing the UK and the US at the Key Stage-2 Mathematics"**

I spent spring semester 2016 studying education at the Keele University in England. I took a math class in which we researched the differences and similarities in math curriculum for both countries. We did a research project on the math education standards for certain grade levels. Since I am studying middle childhood education I did my research with Key stage 2 which is comparable to grades 2 through 5. With this project I was able to visit a year 6 (U.S grade 5) classroom and interview a lead teacher. I also interviewed a student at Keele University. The reason we conducted these interviews was to gain insights on the perspectives of a student who recently went through math education in England and a current math teacher who has to teach the math to the younger generations of students. What we learned made us think about the similarities and differences in the math curricula and how mathematics is taught and learned in England and in the United States.

### **Chloe Pearson (Spain): "Vamos e Espana! (Let's Go to Spain!)"**

In the summer of 2015, I was fortunate enough to be able to travel to Spain the end of my freshman year. Spain has such a unique culture that it was so hard for me to leave at the end of my trip. There is so much value when it comes to studying abroad because it gives you the chance to step outside of your comfort zone and experience a whole new world. This presentation is going to be about my experience in Spain and the benefits and experiences students can gain from living abroad while in college. I will

also discuss my reasoning for studying abroad and how much I developed a better appreciation for international students as well as how I developed within myself. The primary reason for why I went to Spain was to gain more knowledge about the culture in Spain, as well as improve my Spanish. I feel like definitely improved my Spanish, as well as came back a different person than when I left the United States. I love Spain and I love travel and I hope to encourage or inspire someone to want to study abroad and experience what I did and so much more.

**Nicholas Frank (Spain): “The Globalized Classroom: Integrating Technology to Improve Communicative and Cultural Proficiency”**

The purpose of this project was to explore how the integration of technology effects students’ communicative and cultural proficiency in a second language when connecting two world language classrooms from across the globe. Through a series of weekly emails between partner schools, students practiced their interpretive reading and presentational writing skills while gaining knowledge of their partners’ cultures and colloquial language in a meaningful and individualized manner. The participants were U.S. high school students learning Spanish and Spanish high school students learning English. This created an authentic and organic environment for language acquisition, showing improvement in both communicative and cultural proficiency. Data collected was qualitative and quantitative to adequately capture student improvement. Through reflection of the feedback, both stated by students and observed, an updated curriculum guide was created to help the project improve in future implementation.

**Caroline Estel (Spain and Germany): “Comienza la Aventura”**

NO ABSTRACT SUBMITTED

**Peter Funk (Austria): “Making Cross-Cultural Connections and Discovering the Human Face of the Refugee Crisis in Europe”**

As an American studying in Europe, I quickly came to realize the degree to which many Americans, myself included, isolate themselves both consciously and unconsciously. Living on a continent an ocean away from most of the world's population on both sides, it can be easy to adopt and maintain a limited perspective about the "outside world" and to look inwardly to our own people and history for guidance; a nation which has often, throughout its history, adopted what it purports to be an isolationist ideology while still engaging frequently and vigorously in international politics. The reconciliation of these views, my role in the world as an American, and my role as a global citizen weighed heavily on my mind as I spent a year studying in Austria, but never did I reflect so deeply on this subject as when I volunteered with an Austrian organization which provides housing and relief to refugees. To hear the stories of refugees from Afghanistan, for example- people who were quite possibly made refugees by the actions of my own country's government- was extremely affecting, and remains so. As an American, to have to face up to the results of my country's actions — to actually see the human cost of American policy, past and present — is something I think every American should see.

**Samantha Hudson (Austria): “Living in Salzburg and Working with Refugees”**

NO ABSTRACT SUBMITTED

**Matthew Thome (Japan): “Hiroshima on Peace Education and Problems with US-Centric Historical Narratives in a World Without Survivors”**

As time passes, the number of survivors from major world tragedies like the nuclear bombing of Hiroshima and Nagasaki, the holocaust of Nazi Germany, and the Armenian Massacre just to name a few grows fewer and fewer. These survivors are a powerful resource for educating students of all ages about the importance of world peace. Drawing on the writing of Richard Moody and Frans Doppen, as well as Paul Ham, and Herbert Feis respectively I outline the role of *hibakusha*, or a-bomb survivors, to peace education and the problems with only teaching a U.S. centric historical narrative with regards to the end of World War II. Specifically, I integrate a discussion of the findings of Moody, in his research of Hiroshima’s peace education programs, and Doppen, in his educational study on teaching the multiple perspectives of the history of the atom bomb, into a comparison between the opposing arguments of Ham and Feis. In so doing I demonstrate how Feis’s justification for using the atomic bomb is problematic for promoting anti-nuclear sentiments that better ensure a future with a low chance of Nuclear conflict. While Ham’s much more recent critical analysis of the reasons behind the dropping of the bomb that stress human empathy are well suited for encouraging a future of long lasting nuclear peace. Furthermore, I argue that it is the responsibility of those who met survivors of nuclear tragedy to pass on the importance of human understanding and the existence of multiple historical truths to generations with no opportunity to experience a physical human connection to the event. As added support I provide my experiences attending the 2016 Hiroshima Peace Seminar offered by Bowling Green State University in conjunction with Hiroshima Jyogakuin University. Such experiences as, meeting the atomic bomb survivor Keiko Ogura, and the lectures of several presenting professors both inform my final conclusions and suggestions for peace education in the decades to come.

**Kimberly Cerilli and Gabrielle Click (Japan): “Abroad in Japan: The Summer Experience”**

Studying abroad in Japan is an extraordinary experience that really expands the boundaries of one's knowledge of the world, due to our love for Japan and appreciation of Japanese culture we went for the summer long experience. We would like to share our stories and help convince students to pursue and/or further their Asian Studies education. Our topics for the oral presentation will include: the itinerary, lodging, traveling, food, and schooling while on the trip. A slide show will be used in order to share pictures of some cultural differences that can be experienced. Come join us in experiencing some of Japan and learn about how there is more to this world than just our culture.

**Alexandra Cordes (Japan): “Hidden Culture and the Effects It Can Have on People”**

In the beginning, I chose to go abroad in order to positively change my life. There were things that I wanted to accomplish and grow as a person. I happened to know some Japanese, so I figured Japan would be a good fit and perhaps help me to finally figure out what I could get a career in with a degree in Asian Studies. I still don’t know anything about what to do for a career, but I at least grew as a person. There were many difficulties and misunderstandings I faced, even knowing quite a bit about the culture beforehand. I want to explore those themes so that other people do not run into the same hardships as I did. My primary focus will be hidden culture, with a few points on surface culture. The only way most

people find out about hidden culture is by experiencing it themselves, so I hope that my perspective will be a good source of knowledge for others to learn from. I've learned that living abroad, even with a slight grip on the language and culture, is still extremely difficult, and that knowing more will only ever make you more prepared.

### **Joseph Benbella (Japan): "Obama in Hiroshima"**

While I was doing a year abroad in Japan for study, President Barack Obama made a historic visit in that for the first time in history, since the dropping of the first atomic bomb onto the city of Hiroshima on August 6<sup>th</sup>, 1945, a sitting President would actually go to Hiroshima and make a speech. There was a constant buzz of his visit throughout the country since it had been announced that he would come. I had not met a Japanese individual who was not aware he was coming, and more so who was not excited that he was coming. As an American it didn't surprise me all too much that his visit was something of a controversial topic back in the States, but what did surprise me was that, even without an apology from President Obama, why there seemed to not be much outspoken criticism in Japan. This presentation is not a critical analysis of President Obama's visit, but instead a bit of a showcase of the Japanese reaction towards his visit that I had encountered firsthand. As well as some personal opinions from students that I had studied with and faculty that I had studied under at my University.

### **Sean Conner (Japan): "One Unbelievable Trip to Japan"**

The purpose of my presentation is to talk about the experience I had studying abroad, what I learned when I was there, and my overall thought of the whole studying abroad ordeal. To start off my presentation, what will happen is that I will talk a little about myself, what I do, my major, and some other interesting things. After that, I will start talking about the studying abroad experience. The things that I will be focusing on when I am talking about my experience will be the interactions I had with people/students/teachers. I will also tell a short and funny story about how I met a person that knew one of my other friends. Once my section on studying abroad is over, I will talk about what I learned when I was in Japan. The things I learned in Japan are such things as culture, how the Japanese students at Saitama University viewed their own politics as well as how they viewed the politics of the United states, and even the language. The last section of my presentation will be over my entire thoughts on studying abroad, what program I used to study abroad, and how you can possibly join this specific program that I used to study abroad in Japan.